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ABSTRACT

This report provides a general description of the inter-disciplinary Department of Afro-American Studies at Harvard University scheduled to open in the fall of 1969. Previously a program, Afro-American Studies was voted departmental status by a faculty vote in April 1969. Descriptions are provided for courses to be offered in: black civilization, history of slavery, Ethiopian history and religion, Africa and world politics, Caribbean social structure, black labor and politics, Boston's black community, philosophy of the black movement, black rights, African and West Indian history, African art history, American Negro poetry, and American Negro literature. Biographical data of the 9 professors and lecturers are included. Four recommendations are offered concerning the scope and functions of the department. The report also provides a general description of the proposed W.E.B. DuBois Institute for Afro-American Research. The purpose of the institute will be to "stimulate inquiry into problems...to facilitate research programs...and to find programs which will provide insights into the problems facing black people..." Descriptions are provided of the work of the Library Resources Subcommittee and two discussion series with Boston area universities concerning cooperative work in Afro-American studies. The appendices include a prospectus on the proposed institute. A supplement offers information on related courses in other departments and schools. (DS)

ED034488

A PROGRESS REPORT

STANDING COMMITTEE TO DEVELOP

THE AFRO-AMERICAN STUDIES DEPARTMENT

22 September 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HE 001 228

Faculty of Arts and Sciences

Harvard University

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On April 22, the Faculty of Arts and Sciences voted that the Afro-American Studies Program should take the form of a Department, interdisciplinary in nature, offering a standard field of concentration. By the same faculty action (see Appendix I), the Standing Committee was expanded to include three students chosen by the Association of African and Afro-American Students at Harvard and Radcliffe, and three students chosen from and by potential concentrators in the field. The enlarged Committee (for membership see Appendix II), herewith submits its progress report.

A Going Concern

The new Department will go into operation with the beginning of the Fall term. It will be housed at 69 Dunster Street. Concentration in the Department is open for sophomores, beginning with the class of '72 and approximately seventy members of this class have signed up for concentration. The Department will offer seven courses during the Fall term and about ten during the Spring term. These courses will be available to concentrators, as well as others interested in Afro-American Studies. In addition, various courses offered by other departments will deal with material closely related to this field.

Scope of Program

The Committee, following the instructions of the Faculty legislation, has not endeavored to work out the details of the Department's program, or the specific requirements for the major in Afro-American studies. It has been our view that this should be left to the Department after it has been established. At the same time, we have acted on the premise that

> (1) the Department should concern itself with a wide range of problems pertaining to the history and present setting as well as to the future aspirations and needs of black America. This means that the work offered in the Department must run across the usual boundaries of the various disciplines, including studies in history, social science, literature, religion, the arts and other aspects of the black experience;
>
> (2) this comprehensive approach to the Afro-American studies program calls for consideration not only of the black community in the U.S., but also of its relation, past and present, to the experiences of the black people in other parts of the world, especially Africa;
>
> (3) the program of the Department should involve both the traditional approaches of study and analysis, as well as directly involving the student in research into the structure of the black community;
>
> (4) the field of Afro-American studies, as it will expand over the coming decade, will call for a comprehensive re-examination of existing materials and development of new ones. The Department should play a leading role in this extensive research and development process.

Keeping in mind these broad outlines of what need be done in the future, the Committee's primary concern has been with the

immediate task of staffing and preparing the Department's operations for the coming year.

Staffing

Allowing for both the immediate needs for the current academic year and the longer term requirements of the Department, we have talked to leading people in the field of Afro-American studies at other universities and in the black community. Consultants to the Committee encompassed a wide range of interests, such as anthropology, economics, politics, literature, religion and community activities. This reflects the above view of the Committee, that the offerings of the new Department should be broadly based, covering the life of black America in all its major facets. The following staff will be available for the academic year 1969-70:

Dr. Ewart Guinier has been appointed Visiting Professor, and has been recommended for a Professorship with tenure. Professor Guinier is expected to serve as the first Chairman of the Department and to assume a major responsibility for planning its future development. His teaching will be in the areas of politics, labor unions and urban problems, as they bear upon the black community.

Professor Guinier comes to us with a rich background in community and academic experience. He did his undergraduate work at Harvard

and City College, and holds a J.D. degree from New York University. He has a broad background of experience in politics, public administration (New York City), labor unions (I. U. Public Workers), welfare agencies and community organization. Before coming to Harvard, he has been associated with the Urban Center at Columbia University as Coordinator of Community Programs, and has served on the Advisory Board of Black Heritage.

(2) Dr. Ephraim Isaac, appointed Lecturer in the Department for a two-year term, holds a Ph.D degree from Harvard University. A former Director of the National Literacy Campaign in Ethiopia, he has lectured on African and Ethiopian history to the Peace Corps and at Harvard.

(3) Mr. Fred Clifton will serve as a Lecturer in the Department for the current academic year on a visiting basis. He has done graduate work and taught at the State University of Buffalo in the fields of philosophy and sociology. He is currently Education Coordinator, Model Cities Agency, City of Baltimore. Mr. Clifton will offer a course involving a study of the black community in the Greater Boston area.

(4) Dr. Azinna Nwafor has been appointed Assistant Professor in the Department and will serve as Senior Tutor. He holds an A.B. from Harvard University and a Ph.D. in political science from

the University of Michigan. His primary interest is African politics, with emphasis on the role of the African states in international affairs and in the United Nations. He will offer a course in this area.

(5) Dr. Orlando Patterson, currently a Lecturer at the University of the West Indies, will be a Visiting Lecurer with the Department for the second term. He holds a Ph.D degree in sociology from the London School of Economics. The course offerings of Dr. Patterson, an author himself, will include both social service and literature.

(6) Professor Richard A. Long of Atlanta University is expected to serve as a Visiting Lecturer during the spring term. He is associated with the Center for African and African-American Studies at Atlanta University.

(7) Professor J. Newton Hill will serve as a Visiting Lecturer, offering a course in African Art in the first term and in Black Poetry in the second. Professor Hill, who has recently joined the faculty of New York University, has done extensive writing and research in the field of African art.

(8) Mr. Hayward Henry has been appointed Visiting Lecturer for one year. He is currently serving as National Chairman of the Black Unitarian Universalist Caucus. He has been lecturing ex-

tensively and currently holds a Visiting Appointment at M.I.T. Mr. Henry's course will offer a philosophy and critique of the black movement.

(9) Mr. Harold R. Washington will be a Visiting Lecturer with the Department for the current year. He holds an LL.B degree from New York University, has been a practicing attorney, and is currently participating in the Clinical-Legal Education Program at Harvard Law School. Mr. Washington will offer a course in Post-Conviction Rights and Remedies.

A vigorous search for personnel will continue during the coming academic year. The Committee is confident that the task of initial department building can be accomplished successfully during that period.

Course Offerings

Courses offered by the Department will include:

Sophomore Tutorial:

Tutorials will be required for concentrators and be offered in various areas of Afro-American Studies including such topics as party and bureaucracy in the political modernization of Black Africa; differentials of economic status between minority and other groups in the U.S.; the black church--history and theology; migration and urban ghettos; black literature; black liberation and white liberalism.

Afro-American Studies 10: An Introduction to Black Civilization

Dr. Ephraim Isaac. Full Course, T, Th, (Sat) at 12:00.

An interpretative survey of African history from about 800 B.C. to 1591 A.D. with attention to the development of various states, kingdoms, and empires such as Nubia, Axum (Ethiopia), Ghana, Mali, Songhay, Kanem-Bornu, Congo, Zimbabwe, and the East-African states; their cultural, social, commercial and religious achievements as well as their contributions to world civilization in general. This will conclude with an introduction to the causes of decline of the African states, the development of slavery and the African heritage of the Afro-American people. Throughout the course, special emphasis will be put on the analysis of (literary, archeological and historical) source material.

Afro-American Studies 11: Study of the Concept and History of Slavery

Dr. Ephraim Isaac. Half-Course (fall term) T, Th, (Sat) at 9:00

An investigation of the origins of slavery as a social institution and its practice in ancient Egypt, Assyria, Babylonia, Classical Greece, Early Church, and Islam. At the same time the course will consider a critical analysis of the concept of slavery in the thoughts of Xenophon, Plato, Aristotle, the Stoics, Paul, Augustine, Aquinas, Luther, Jean Bodin, John Locke, Jean Jacques

Rousseau, and Herbert Spencer. Continual attempts will be made to draw attention to the Afro-American peoples' history and experience.

Afro-American Studies 12: An Introduction to Ethiopian History and Religion

Dr. Ephraim Isaac. Half-Course (spring term) T, Th, (Sat) at 9:00

An outline of Ethiopian religio-political history from about 500 B.C. to 1868 A.D., putting special emphasis on the nature of the development of the Ethiopian black civilization and the impact it had on the development of black religion and nationalism among other African and Afro-American peoples, in the early decades of this century.

Afro-American Studies 13: Africa in World Politics

Assistant Professor Azinna Nwafor. Full Course, T, Th, (Sat), at 1:00.

Deals with the significance and consequences of the emergence of Africa as an independent actor in International Politics.

The fall term explores the movements for decolonization in Africa; the forces mobilized for independence and the ideologies under which the struggles were engaged. Efforts will be made to relate African independence movements to struggles elsewhere for national liberation with a view to delineating what is unique in African experience and what features it shares with other wars of

independence; also the relationship between the emergence of Africa and the rise of black nationalism in the United States; the role of Africa as a member of the Third World; the Organization of African Unity; and Africa in the United Nations.

The spring term undertakes an over-all appraisal of the experience of five to ten years of independent, national governments in most of Africa; an evaluation of the accomplishments and disappointments of political independence; trends in future evolution of African countries. The significance of the emergence of Biafra will be examined. An attempt will be made to determine whether Biafra represents a dead-end in African liberation or prefigures a new trend in African emancipation.

Afro-American Studies 14: Caribbean Social Structure: The Black Experience in the West Indies and Latin America

Dr. Orlando Patterson (University of the West Indies). Half-Course (spring term).

The course will examine the tribal and regional provenance, the acculturative processes during and after the period of slavery and modern social and cultural patterns among blacks of the region.

Afro-American Studies 20: Blacks: Labor and Politics

Professor Ewart Guinier. Full Course, M, W, (F) at 1:00.

The current role of the black community in organized labor

and in politics viewed historically with special emphasis on the period from the New Deal to the 1954 Supreme Court Decision.

Afro-American Studies 21: Boston's Black Community

Mr. Fred Clifton. Full Course, Th, F, 2-3:30.

A course of study designed to produce an in-depth description of the black community in the greater Boston area. The course will be composed of a set of projects involving field work and seminar discussions.

Enrollment limited.

Afro-American Studies 22: Philosophy and Critique of the Black Movement

Mr. Hayward Henry. Full Course, T, Th, hours to be announced.

This course will provide a multi-dimensional analysis of the contemporary movement known as the black revolution. The course is designed to develop an investigative approach which analyzes the theoretical and practical options available to the black movement, given the context of the black past, present and future. Special attention will be given to the historical events and conditions that have engendered ideological conflict and thus resulted in the creation of distorted and/or non-functional institutions. The course will also analyze current events as they affect the direction of the black movement. An effort is made to synchronize

the inputs of the black theoretician and the black activist into an approach which lends consistency to the direction of the black movement.

Afro-American Studies 23: Post-Conviction Rights and Remedies: Conference Course

Mr. Harold R. Washington. Full Course, M, W, F, at 10:00.

Areas which will be studied will include: rights to employment; rights to parole; rights on parole; and rights of inmates, with emphasis upon the role of conjugal visits within the rehabilitative framework. Field studies will be made of Department of Corrections Institutions, the Department of Parole and the Division of Employment Security.

Afro-American Studies 30: African and West Indian Literature with Special Reference to English-Speaking Writers

~~Professor Richard Long (Atlanta University).~~ Dr. Orlando Patterson (Univ. of West Indies) Half-Course (spring term).

Afro-American Studies 31: History of African Art

Professor J. Newton Hill (New York University). Half-Course (fall term), F, 2-4.

Open to non-art majors. A study of the geographical, historical and anthropological background of the people of Africa South of the Sahara. In addition, a survey of the art of the West

Guinea and the East Guinea Coasts. Beyond that some art from the North Central areas will be studied.

Afro-American Studies 32: The Poetry of the Negro in America

Professor J. Newton Hill (New York University). Half-Course (spring term), F, 2-4.

A survey of the poetry of the Negro writers of America beginning with the work of Phillis Wheatley and continuing through (a) the ante-bellum period to the First Renaissance (about 1925); (b) the period of transition (1925-1945); (c) the Second Renaissance (1945 to the present). The basic philosophy of the poetry and of some poetic drama as an expression of imagery, of religion, of protest and as a reflection of the life styles of this particular minority group will be developed.

Afro-American Studies 33: Afro-American Letters and Thought (1914-1932)

Professor Richard A. Long (Atlanta University). Half-Course (spring term).

The three crucial stages to be covered include the period of World War I, the Harlem Renaissance, and the Onset of the Depression.

Afro-American Studies 95: Colloquium

Professor Ewart Guinier, Coordinator. Full Course, Hours to be arranged.

The Colloquium is required of all concentrators and is open for credit to concentrators only. The Colloquium will meet three times a week ordinarily with a guest speaker at one of the weekly meetings. Meetings with guest speakers will be open to non-concentrators. A variety of topics relating to the black experience will be covered including, for example, literature, history, the arts, community action, religion, and politics. Individual students will do special work on the topics which particularly concern them.

Additional course offerings for the spring term will be announced later.

Related Offerings by Other Departments

The Department also wishes to draw attention to the following courses which appear of special interest to concentrators in Afro-American Studies.

Anthropology 124. Urban Anthropology.
Economics 179. The Economics of Discrimination.
English 179. Black Fiction in America, 1890-Present.
Folklore and Mythology 110. African Folklore and Its American Derivatives.
Government 145. Urban Politics.
Humanities 126. African and Afro-American Literature in French.
Social Relations 122. The Sociology of School Systems.
Social Relations 157. Selected Topics in Ethnic Relations.
Social Sciences 103. Planning and Administering Social Change.
Social Sciences 122. Urban Social Policy.
Social Sciences 132. Political Development in the Black Community 1900-1960's.

Research Institute

The Committee has submitted its recommendation that Harvard University establish a Research Institute, to be named the W.E.B. DuBois Institute for Afro-American Research, designed to be a center for the growth and development of the study of race relations and of Black America in a historical and contemporary, political and social, economic and cultural setting.

The Institute will offer a center at which faculty members interested in this field may be brought together. Its purposes will be to stimulate systematic inquiry into problems in this field, to facilitate research programs through the concentration of library and field resources, and to find programs which will provide insights into the problems facing black people in the United States today.

To stimulate thought and activity in Afro-American affairs, the Institute--similar in scope to the Center for International Affairs or the Kennedy Institute of Politics--will bring visitors (academicians, artists, activists, administrators) who are identified with Afro-American affairs to Harvard and will provide extracurricular seminars and summer research grants in Afro-American affairs to students at the University.

In addition, the Institute will encourage and finance faculty research in Afro-American affairs,invite Visiting Fellows to carry

on such studies here and offer seminars in which the findings and work of the Institute members may be discussed. It is also suggested that the Institute publish a periodical dealing with research in Afro-American studies.

While this Committee has not examined the possibility of graduate work in Afro-American studies, it is likely that consideration will be given to this at a later time. The Institute would then be of great benefit to such a program. But even without formal graduate work, the Institute will be of great value to the operation of the Department and to the development of Afro-American studies at large. The Committee considers the development of such an Institute of great importance and hopes that the University will take leadership in securing its funding. A tentative prospectus for the Institute is attached as Appendix III.

Library Resources

The Standing Committee has organized a Library Resources Sub-Committee to help with the development of a library for the new Department. The members of this Committee are:

H. Gordon Bechanan, Associate University Librarian, Resources and Acquisitions Department

Earl C. Borgeson, Law School Librarian

F. N. Bunker, Charles Warren Bibliographer in American History in the University Library

Richard DeGennaro, Deputy University Librarian

Myles Lynk, Member of the Standing Committee to Develop the Afro-American Studies Department

Zeph Stewart, Member of the Standing Committee to Develop the Afro-American Studies Department, Member of the Faculty of Arts and Sciences

Edwin E. Williams, Associate University Librarian, Editor of the Harvard Library Bulletin

This Sub-Committee has dealt initially with providing shelf space for developing a Department library during the 1969-70 academic year and with publishing a guide to Afro-American material at Harvard.

Space for a non-circulating Department library will probably be located in Lamont Library for the 1969-70 academic year. The guide to Afro-American material at the University is in preparation and should be published in October.

In addition, we hope that the Sub-Committee will serve such long-range goals as coordinating changes in the classification and cataloguing of Afro-American material, and cooperating with the Department and the Research Institute in the creation of an Afro-American Studies library. The Sub-Committee has discussed the development of such a library as outlined further in Appendix IV.

Cooperation with Other Institutions

Harvard is not alone in its efforts to create a program for Afro-American studies. The same effort is under way at many if

not most other universities. Consequently, institutions are interested in obtaining guidance from each other on how to proceed, and the Committee has received many inquiries on the Harvard program. Copies of this progress report, and of our supplementary course announcement, are made available to such inquiries, and this Committee in turn has been anxious to learn from the experience of other institutions.

In particular, we have participated in two series of discussions, organized by Boston University, to explore various aspects of cooperation between schools in the Boston area. The first series including Boston College, Boston University, Brandeis, Harvard, and MIT, was to explore the possibility of developing an area-wide Center of Afro-American Affairs in which the various academic institutions of Greater Boston would be invited to participate. Such a center was to have been concerned with curriculum development in Afro-American Studies, teacher training for the field, and university-community cooperation. No decision was reached on such a Center, but our Committee believes that such a cooperative effort would be most valuable and that it would supplement the proposed W.E.B. DuBois Institute for Afro-American Research.

The second series of discussions, including Boston College, Boston University, Brandeis, Emmanuel, Harvard, Northeastern,

Simmons, University of Massachusetts, and Wellesley, pertained to cooperation in the sharing of available faculty members and in expanding cross-registration among the Boston area schools. This group compiled a catalogue listing courses given at the various schools related to African or Afro-American Studies. We hope that formal decisions on these matters can be reached during this academic year.

Finally, we have been much interested in the idea of exploring exchange arrangements with other institutions, such as are now in process between Wesleyan and Atlanta University. While there has been no time to enter into such agreements to date, we consider this a promising approach and hope that progress in the matter can be made during the coming year.

APPENDIX I

At a meeting of the Faculty of Arts and Sciences on April 22, 1969 the following votes were passed:

VOTED: That Station WHRB be given permission to broadcast live the meeting of April 22, 1969 and to rebroadcast the meeting in its entirety, with the provision that any speaker who wishes not to make his statements public may so announce and his statements will not be broadcast.

VOTED: I. That the Faculty intends the Afro-American Studies Program to be a department, interdisciplinary in nature, offering a standard field of concentration. At the same time, the Faculty urges that other departments enrich their course offerings in Afro-American studies as well. This field of concentration shall be made available to students in the class of 1972.

II. That to aid in the development of the Afro-American Studies Department the Standing Committee shall have the following functions:

A. To oversee expansion of library resources in the Afro-American Studies field,

B. To develop the Afro-American Research Institute,

C. To solicit funds for Departmental Chairs,

D. To work towards a greater Boston consortium of university Afro-American resources,

E. To seek out and hire immediately, temporary consultants knowledgeable in Afro-American Studies and personally involved in the Afro-American experience to assist in the development of this program,

F. To nominate the first four to six appointments in the department, two of which must be tenured.

That the Standing Committee on Afro-American Studies shall be expanded to include three students chosen by the Association of African and Afro-American Students at Harvard and Radcliffe and three students chosen from and by potential concentrators in the field. These students will have full voting rights on the Committee and will be guaranteed funds for summer work in developing this program. When the two permanent appointments to the Department have been nominated and appointed, and sufficient faculty members have been secured to constitute the Executive Committee described

below, the Standing Committee will be dissolved.

III. That responsibility for this field of concentration shall be vested initially in an Executive Committee to be established as soon as the first four members of the Department have been appointed and have taken up their duties. This Committee will consist of four members of the Department faculty, two students elected by the Association of African and Afro-American Students at Harvard and Radcliffe, and two students elected by concentrators in the field of Afro-American Studies. When formed, this Committee will assume all of the responsibilities of the Standing Committee except item F, paragraph II above. When the Standing Committee is dissolved, item F, paragraph II, will also be subsumed by the Executive Committee. This Committee will also be responsible for curriculum development, standards, and course requirements in Afro-American Studies. Courses should be innovative and relevant both in subject matter and approach. The initial committee will function through the academic year 1971-72. At an appropriate time during that year this Faculty in consultation with the committee will review all aspects of the program and make recommendations as to the membership, operating rules, and responsibilities of the permanent Executive Committee.

IV. That official discussion of concentration requirements and curriculum development be suspended until the Executive Committee is formed.

ROBERT SHENTON, Secretary

APPENDIX II

The membership of the Committee as constituted in May of 1969 was as follows:

Harold Amos (Bacteriology and Immunology)
Kathryn Bowser (Radcliffe '72)
Leslie F. Griffin, Jr. (Harvard '70)
Loretta G. Hardge (Radcliffe '72)
Clarence James (Harvard '72)
John F. Kain (Economics)
Myles V. Lynk (Harvard '70)
Juan Marichal (Romance Languages)
Talcott Parsons (Social Relations)
Mark Smith (Harvard '72)
Zeph Steward (Classics)
Charles A. Whitney (Astronomy)
Richard A. Musgrave (Economics and Law School) - Chairman

APPENDIX III

W.E.B. DuBois Institute for Afro-American Research

PROSPECTUS

PURPOSE

The W.E.B. DuBois Institute for Afro-American Research will fill a void in Afro-American research that has existed for too long at Harvard. At present, many individual Harvard faculty members and students are engaged in widely diverse and independent research into various aspects of Afro-American affairs. The new Institute will facilitate communication among these individual researchers, will encourage other scholars to begin work in this most crucial area, and will further research into the problems of race relations, the effects of discrimination, the economic costs and benefits of racism, the role of government in promoting or impeding change, and the social and political forces at work in the United States to maintain or overturn existing patterns of discrimination. Such an Institute would also be concerned with defining the field of Afro-American Studies.

In addition to providing a center for faculty and student research, the Institute will enrich the Harvard community by bringing a number of visitors--academicians, activists, administrators--who are identified with the Afro-American experience and Afro-American affairs to the Institute each year. The Institute will also provide extracurricular seminars and summer research grants in Afro-American affairs to Harvard College and Radcliffe College students.

The Institute will be a center for the growth and development of the study of race relations and Black Americans in a historical and contemporary, political and social, economic and cultural, setting. The Institute will further the inquiry which must precede understanding, and work done here will hopefully illuminate alternatives for the future of Black Americans.

PROGRAMS

I. Research -- The Institute will host a number of scholars engaged in research into various aspects of Afro-American affairs. The research programs at the Institute will provide two major benefits to those concerned with Afro-American research and Afro-American Studies. They will provide the creative and systematic research needed to help define and structure the emerging field of Afro-American Studies. Further, the Research Fellows program will help increase the number of scholars competent in aspects of Afro-American Studies. This is of pressing importance given the number of colleges and universities committed to Afro-American Studies programs and the current shortage of scholars competent in this field.

A. Research Fellows -- The Institute will provide resident, post-doctoral fellowships for promising young scholars interested in research in Afro-American affairs. These scholars will be appointed as Research Fellows to the Institute and will hold this appointment for a maximum of two years. The Fellows for any given year should represent a broad range

of academic disciplines and different perspectives in Afro-American affairs.

B. Research Associates -- The Institute will provide funds for faculty members from Harvard and other universities and colleges to carry on research in areas relating to Afro-American affairs. The Research Associates would be full-time for a maximum of two years for faculty members of other schools, and full or part-time from Harvard for a period of time to be determined individually. Research Associates would be freed from all or part of their teaching load to permit them to engage in research in Afro-American affairs.

C. The Institute will also encourage independently funded faculty members from the departments and schools of the University who are engaged in research related to Afro-American affairs to channel their activity through the Institute and avail themselves of its resources. This would allow scholars to be informally associated with the Institute, without the responsibilities of the Research Fellows or Research Associates.

The Institute will also sponsor seminars for those engaged, formally or informally, in research work at the Institute. These seminars would be centered around topics of contemporary interest and the application of scholarship to solving specific problems. The seminars should be interdisciplinary in approach to accomodate the diversity of academic disciplines engaged in Afro-American research.

D. Library -- In order to have a solid base for research work, the Institute will develop and maintain a working research library. This library will be devoted to reprints, books, and periodicals of special interest in Afro-American research and to the scholars at the Institute. While the Institute is developing such a library, it should have a librarian-bibliographer on the staff to coordinate with the existing libraries at Harvard revisions of the classification and cataloguing of materials relevant to Afro-American Studies and to compile a bibliography of material in Afro-American affairs held by the University. "User" shelf space within the existing University library system must be found for Afro-American material until a library at the Institute is developed.

II. Visiting Fellows -- Each spring the Institute will invite a number of people from outside the University to be Visiting Fellows at the Institute during the next academic year. Visiting Fellows will be men and women of various interests and pursuits who have a concern for, and an identification with, the Black experience in America. They may include social and political activists, government and private administrators, and scholars in Afro-American Studies from other schools.

These Fellows would be at the Institute for a period varying from six weeks to one academic year. They might participate in seminars and panel discussions with faculty members, students, and Research Fellows. While they are at the Institute, each Fellow might present a discussion paper at an Institute seminar. The Fellows who will be at the Institute for at least a term would be encouraged to lead extracurricular seminars sponsored by the Institute for Harvard and Radcliffe students. Most of their time, however, will be their own.

The Institute will provide office space and an access to

resources at Harvard University, but during his stay here, a Visiting Fellow may involve himself in activities of his own choosing.

III. Publications -- The Institute shall have a small publications programs. Research work done at the Institute and/or sponsored by the Institute that results in a book length manuscript or report should be published by a commercial press. However, work which is too long for a journal article and too short for a book could be published by the Institute as Occasional Papers. The Institute should also have a discussion paper series of papers presented at Institute Seminars.

A reprint series of selected, important articles might also be published by the Institute for the Department of Afro-American Studies and personnel at the Institute.

The Institute should also explore the feasibility and possibility of publishing a journal of Afro-American affairs. Editorial decisions could be made by the Director of the Institute and the Research Fellows and Associates.

IV. General Seminars and Summer Research Grants -- The Institute will conduct a series of extracurricular seminars for students, both graduate and undergraduate, These seminars may be conducted by faculty, students, Visiting Fellows, or Research Fellows. These seminars will be concerned with aspects of the Black American experience, depending on the interests and concerns of the various seminar leaders.

The Institute will also sponsor lecture series and panel discussions during the academic year.

The Institute will offer, competitively, summer research grants to undergraduates at Harvard and Radcliffe for work dealing with Afro-American affairs. Preference should be given to juniors working on their theses.

STRUCTURE

I. Supervision -- The Institute will be overseen by a Visiting Committee of the Board of Overseers and a Faculty-Student Committee.

A. Visiting Committee -- The Visiting Committee will be chaired by a member of the Board of Overseers, and will include people with knowledge and expertise in Afro-American affairs. It will advise the Institute on program development and recommend possible new programs to the Institute.

B. Faculty-Student Advisory Committee -- The Faculty-Student Advisory Committee will be composed of faculty and students of the University and will be the Institute's governing board. The Committee would be responsible for recommending to the Institute the prospective Fellows and Associates for the following year. This Committee would be responsible, along with the Advisor for Student Programs, for making the decisions on the summer research grant and on the development of the general seminar program.

II. Administration

A. Director -- The Director of the W.E.B. DuBois Institute for

Afro-American Research will be a member of the Faculty of Arts and Sciences. We are seeking funds to endow a chair in the department of Afro-American Studies for the Director of the Institute.

The role of the Director will be to coordinate and institute programs of research, to act as advisor to the Research Fellows and Associates, to set goals for the Institute on research projects and publications, and to see that these goals are carried out. He will oversee the operations of the Institute and will be concerned with setting the direction and tone of the Institute activities.

B. Advisor to the Visiting Fellows -- This may be a full-time job, and would be paid for by the Institute. The Advisor will contact the people who have been chosen to be Visiting Fellows (by the Faculty-Student Advisory Committee and the Director with the advice of the Advisor to the Fellows) for the coming year to see if they are available and to work out with each of them their stipend for the coming year, and assist them in finding housing in the Cambridge-Boston area. Once the Fellows are at Harvard, the Advisor will set up their seminar programs, arrange talks and panel discussions with the Fellows as participants, introduce them to students and faculty here, assist them with their discussion papers, and generally make their stay at the Institute as fruitful and rewarding as possible.

C. Advisor for Student Affairs -- This may be a full-time job and would be paid for by the Institute. The Advisor, perhaps a recent graduate of Harvard or Radcliffe, would set up the general seminar program, arranging with various people at the Institute, in the University, and from the community to give seminars. He will assist the Advisor to the Visiting Fellows in arranging lecture series and panel discussions. The Advisor for Student Programs will also receive applications for summer research grants and will be responsible, together with the Faculty-Student Advisory Committee, for making decisions on these applications.

D. Librarian-Bibliographer -- The Institute will need a librarian to catalogue material and supervise the library. This would be a full time job that would be paid for by the Institute. The librarian would coordinate his activity with other librarians in the University to organize, catalogue, and list Harvard holdings in Afro-American affairs. The librarian will be responsible for acquisitions to the library and will work closely with other relevant libraries of the University.

E. Publications Assistant -- This will be a full-time job that will be paid for by the Institute. The Publications Assistant will supervise publication procedures for material written and sponsored by the Institute. When a manuscript would be too expensive for the Institute to publish, he would make arrangements for its publication through a university or trade press. Occasional papers and reprints of the Institute are the responsibiltiy of the Publications Assistant. While the Research Fellows and Associates and the Director of the Institute form the editorial board for any

journal published by the Institute, the Publications Assistant would perform such essential functions as editing manuscripts.

F. Additional Staff (secretarial) -- The Director will need a secretary to handle the research projects of the Institute and to provide secretarial service for the Research Fellows and Associates. He will need another secretary to handle his own correspondence and supervise the day-to-day operations of the Institute. The two Advisors and the Publications Editor will need secretaries and the librarian will need an assistant.

SITE

The Institute will operate temporarily from offices at 69 Dunster Street, the department office of the Afro-American Studies Department, until a suitable facility can be provided.

APPENDIX IV

A PRELIMINARY STUDY OF THE LIBRARY RESOURCES REQUIRED TO SUPPORT THE AFRO-AMERICAN STUDIES DEPARTMENT

The Library Resources Sub-Committee to the Standing Committee to Develop the Afro-American Studies Department has discussed the library resources, space, and technical services needed to support the instructional and research needs of the Afro-American Studies Department at Harvard University. Although the members of the Department have not had sufficient time to define the scope of the various course offerings and associated activities which it will make available, it is the consensus of the Library Resources Sub-Committee that it would be useful for a preliminary study of the anticipated library requirements of the Department during its first year of operation to be undertaken at this time.

Lamont and Hilles can of course be expected to support the increased instructional program in Afro-American Studies; they will make available books appearing on course reading lists for this department as they do for others. It is assumed, however, that the approximately seventy undergraduate concentrators and the other students who will enroll in one or more of the proposed Afro-American Studies courses will undertake research projects requiring materials beyond those that will be collected in multiple copies in the reserve-book collections of Lamont and Hilles. Existing Harvard collections will have to support this research, which will mean increased competition for--and increased wear and tear on--books that are already heavily used by graduate students and members of the faculty. As a result of the growing interest in this field, the relevant collections in Widener have been subjected to increasingly heavy use; students find that many of the works they need are in circulation, and many of the volumes are rapidly wearing out. These present difficulties will be multiplied unless a sufficient number of key titles in the field of Afro-American Studies are acquired and made available to students and professors.

One feasible solution to this problem would be the establishment of an Afro-American Studies Library which would have a core collection of monographic studies, journals, and current periodical publications basic to the study of the Afro-American experience. The form such a library should take, the scope of its collection, its acquisition procedures, and questions of space and staff as well as financing are matters which ought to be determined jointly by the Department and the University Library; and will depend, in large part, on the department funds budgeted for library development. The following proposal is designed, therefore, to outline only in general terms a library operation which can provide services similar to those of the History Departmental Library, relying for its technical services on the Acquisition and Cataloging departments of the Harvard College Library.

The Collection

The scope of the collection would probably be determined, at first, by the interests of the Department as indicated by its course offerings. Obviously, the Afro-American Studies Library would have to reflect the inter-disciplinary nature of the program and collect both the current

and classic works of history, sociology, anthropology, economics, political science, folklore, art, music, and literature. It is assumed that the core collection will include materials dealing with the black experience in the United States, but the members of the Afro-American Studies Department will need to determine the extent to which Africana materials should be collected. To what extent will student interest be sufficient to warrant duplicating Africana materials in Widener, Lamont, and Hilles? [Note that the Afro-American collections in Widener mentioned above as subject to intense use are primarily those which form a part of the Americana collections] Will the collection be comprised only of English language titles or will works in foreign languages also be acquired? [A course in African and Afro-American Literature in French will be offered in the Spring term of 1970. Are similar courses involving extensive use of foreign language materials planned?] Will materials relating to the Afro-American experience in Latin America and the Caribbean be collected?

As materials in the Department Library collection will mainly consist of duplicate copies of materials which circulate from Widener, Lamont, and Hilles, it may be valuable to designate the materials in the Department Library as non-circulating. The existence of such a collection would insure the subject concentrator and all students of Afro-American Studies of finding the most important materials for for reference and study.

Acquisition Procedures

Selection of materials for the History Departmental Library is the responsibility of the Department. The Department of Resources and Acquisitions in Widener undertakes to verify the selections bibliographically, search them in various files and catalogs, order and receive them. The Acquisitions Department also handles payment of invoices out of the History Department funds. The Afro-American Studies Department may wish to adopt a similar acquisition procedure. The Department of Resources and Acquisitions in Widener will be glad to offer as much help as it can.

As an alternative system, the Department may wish to explore the possibility of entering into some form of acquisition program with one of the major wholesale book suppliers, such as Richard Abel and Co. For example, this company is equipped to supply an extensive list of titles in the Afro-American Studies field, primarily those published in the English language in the United States or Great Britain. Among the services which Abel can provide is a standing order plan for current trade and reprint titles on Americana and Africana in subject areas specified by the Department. Abel can also furnish sets of catalog cards for each book selected (at $0.90 per set). The descriptive cataloging of these cards is based on that of the Library of Congress, and the classification scheme is that adopted by the library receiving them. Such a program would insure the Department of an early delivery of relevant new titles as they are published and a quick and relatively inexpensive cataloging.

It is estimated that the Department will need to invest initially at least $15,000 in book money to establish the beginnings of a core collection. The basic works of history, literature, and sociology in this field are available as trade books or reprints. Reprint titles are generally prices in the $10-30 range, usually with no discount.

Because many important works are available only in reprint form, it is expected that a greater expense will be involved in acquiring a working collection in Afro-American Studies than a comparable collection formed largely of trade book titles.

Some arrangement between the Department Library and the Gift and Exchange Department of Harvard College Library should be set up so that duplicate copies of Afro-American titles and complimentary copies of works borrowed from Widener Library by reprint firms can be offered to the Department Library.

Space and Staff

We recommend that the interim Department collection be located in one of the rooms in Lamont if shelving space and adequate study area can be arranged there. An advantage of housing the collection in Lamont would be its location near a well-developed reference collection so that expensive reference materials would not have to be duplicated initially in the Department Library. The Lamont location could hopefully serve the needs of the Department Library during the first year of its operation, 1969-70, or until the Department determines that separate quarters are desirable and feasible. Keeping with the Lamont schedule of hours, the Department Library would be open on the average of 15 hours a day, seven days a week, or approximately 4,500 hours per year. The Department should also consider the necessity of employing an experienced librarian to guide the development of the library, oversee book selection, and provide reference service.

Cataloging and Classification

It may be possible for the Harvard College Library Cataloging Department to provide the cataloging services necessary for a new departmental library, but it is increasingly difficult for this Department to absorb additional cataloging responsibilities. One of the strongest recommentations for the Abel Company's services is that they can provide the needed technical services. The Department Library should have a separate catalog in its room, and the volumes in its collection should also be entered in the Harvard College Library's Official and Public catalogs.

It may be necessary for a special classification scheme to be developed for the Department Library, but during the early period of its operation the books can be arranged alphabetically, by author, on the shelves.

It is hoped that in time, as funds and resources permit, the Afro-American Studies Library will become the bibliographic information center for materials of importance to this field located throughout the Harvard University system. Steps have been taken to begin identifying the relevant materials and a guide is being prepared by the Harvard College Library staff, but much work remains to be done before the degree of accessibility necessary for advanced research in Afro-American Studies can be realized.

SUPPLEMENT

AFRO-AMERICAN STUDIES DEPARTMENT
COURSE BULLETIN
1969-70

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INTRODUCTION

At the time the official catalogue was prepared, the program of this Department for the year 1969-70 was still in preparation and a supplementary announcement was promised for Fall. This announcement is herewith submitted.

EXPLANATION OF COURSE NUMBERING AND OF SYMBOLS USED

Courses are numbered in accordance with the following general scheme:

Nos.	1-19	Primarily African Perspective
	20-89	Primarily Afro-American Perspective
	90-100	Specifically for Concentrators

* A star prefixed to the number of a course indicates that the course cannot be taken without the previous consent of the instructor.

( ) A day enclosed in parentheses indicates the course meets on that day only at the pleasure of the instructor.

The Roman Numeral appended to each course indicates the examination group to which the course belongs. No student may choose two courses belonging to the same examination group, unless such choice is expressly authorized by the Registrar.

COURSES IN THE AFRO-AMERICAN STUDIES DEPARTMENT

Afro-American Studies 10: An Introduction to Black Civilization
Dr. Ephraim Isaac
Full Course, T, Th, (Sat) at 12:00

An interpretative survey of African history from about 800 B.C. to 1591 A.D. with attention to the development of various states, kingdoms, and empires such as Nubia, Axum (Ethiopia), Ghana, Mali, Songhay, Kanem-Bornu, Congo, Zimbabwe, and the East-African states; their cultural, social, commercial and religious achievements as well as their contributions to world civilization in general. This will conclude with an introduction to the causes of the decline of the African states, the development of slavery and the African heritage of the Afro-American people. Throughout the course, special emphasis will be put on the analysis of (literary, archeologican and historical) source material.

Afro-American Studies 11: Study of the Concept and History of Slavery
Dr. Ephraim Isaac
Half-Course (fall semester), T, Th, (Sat) at 9:00

An investigation of the origins of slavery as a social institution and its practice in ancient Egypt, Assyria, Babylonia, Classical Greece, Rome, Early Church, and Islam. At the same time the course will consider a critical analysis of the concept of slavery in the thoughts of Xenophone, Plato, Aristotle, the Stoics, Paul, Augustine, Aquinas, Luther, Jean Bodin, John Locke, Jean Jacques Rousseau, and Herbert Spencer. Continual attempts will be made to draw attention to the Afro-American peoples' history and experience.

Afro-American Studies 12: An Introduction to Ethiopian History and Religion
Dr. Ephraim Isaac
Half-Course (spring semester) T, Th, (Sat) at 9:00

An outline of Ethiopian religio-political history from about 500 B.C. to 1868 A.D., putting special emphasis on the nature of the development of the Ethiopian Black civilization and the impact it had on the development of Black religion and nationalism among other African and Afro-American peoples, in the early decades of this century.

Afro-American Studies 13: Africa in World Politics
Assistant Professor Azinna Nwafor
Full Course, T, Th, (Sat), at 1:00

Deals with the significance and consequences of the emergence of Africa as an independent actor in International Politics.

The fall term explores the movements for decolonization in Africa; the forces mobilized for independence and the ideologies under which the struggles were engaged. Efforts will be made to relate African independence movements to struggles elsewhere for national liberation with a view to delineating what is unique in African experience and what features it shares with other wars of independence; also the relationship

between the emergence of Africa and the rise of black nationalism in the United States; the role of Africa as a member of the Third World; the Organization of African Unity; and Africa in the United Nations.

The spring term undertakes an over-all appraisal of the experience of five to ten years of independent, national governments in most of Africa; an evaluation of the accomplishments and disappointments of political independence; trends in future evolution of African countries. Here we examine the significance of the emergence of Biafra. An attempt will be made to determine whether Biafra represents a dead-end in African liberation or prefigures a new trend in African emancipation as the African peoples grow increasingly disenchanted with meaningless political independence and a failure of imagination before the profound contradictions in their societies and their relation with the outside world.

Afro-American Studies 20: Blacks: Labor and Politics
Professor Ewart Guinier
Full Course, M, W, (F) at 1:00

The current role of the Black community in organized labor and in politics viewed historically with special emphasis on the period from the New Deal to the 1954 Supreme Court Decision.

Afro-American Studies 21: Boston's Black Community
Mr. Fred Clifton
Full Course, Th, Fri, 2-3:30

A course of study designed to produce an in-depth description of the Black community in the greater Boston area. The course will be composed of a set of projects involving field work and seminar discussions.

Enrollment limited.

Afro-American Studies 95: Colloquium
Professor Ewart Guinier, Coordinator
Full Course, hours to be arranged

Required of all concentrators. The Colloquium will meet three times a week ordinarily with a guest speaker at one of the weekly meetings. Meetings with guest speakers will be open to non-concentrators. A variety of topics relating to the Black experience will be covered including, for example, literature, history, the arts, community action, religion, and politics. Individual students will do special work on the topics which particularly concern them.

RELATED COURSES IN OTHER DEPARTMENTS

The Standing Committee draws attention to the following courses offered in the Faculty of Arts and Sciences which appear from their description to be especially relevant to the Black experience and of interest to concentrators in Afro-American Studies.

Anthropology 124. Urban Anthropology.
Economics 179. The Economics of Discrimination.
English 179. Black Fiction in America, 1890-Present.
Folklore and Mythology 110. African Folklore and Its American Derivatives.
Government 145. Urban Politics.
Humanities 126. African and Afro-American Literature in French.
Social Relations 122. The Sociology of School Systems.
Social Relations 148. A Radical Critique of American Society.
Social Relations 149. Radical Perspectives on Social Change.
Social Relations 157. Selected Topics in Ethnic Relations.
Social Sciences 103. Planning and Administering Social Change.
Social Sciences 122. Urban Social Policy.
Social Sciences 132. Political Development in the Black Community, 1900-1960's.

RELATED COURSES IN GRADUATE SCHOOL OF BUSINESS

For registration in graduate courses consult Head Tutor.

*Black Power and the Business Community

One-semester M.B.A. seminar offered in fall semester. Mr. U.S. Haynes, Jr., Lecturer. Open by permission of the instructor.

The seminar will be devoted to the study of the ramifications of the surge of social ferment, especially in the Black community, for United States business. The point of view taken in the seminar will be predominantly that of a Black entreprenuer or manager. In addition, responses of the business community to contemporary social unrest will be considered where appropriate. Individual seminar sessions, involving input from student participants and from outside resource people, will be devoted to such subjects as implementing equal employment programs, direct business involvement in the ghetto community, minority group entrepreneurship, testing and the minority group employee, collective efforts of business to solve social problems (e.g., Urban Coalition, National Alliance of Businessmen), organizational and managerial problems of social action groups, and so forth.

Enrollment limited to approximately twenty students.

*Seminar on Low Income Housing

One-semester seminar offered in spring semester. Associate Professor David and Professor Rosenbloom. Primarily for D.B.A. students; open to M.B.A. students by permission.

This seminar will explore in depth the major problems and opportunities confronting the business manager in the rehabilitation and development of low income housing. The experience of the major low income housing and rehabilitation projects demonstrates the importance of developing management skills and techniques appropriate to the unique tasks involved in this area of business. The pervasive influence of different levels of government, often in conflict among themselves; the important role of the community; the significant social context of projects; the need to train and employ disadvantaged minorities in construction and property management; all add to the significance and complexity of the problems.

The seminar will deal with the following topics: understanding the role of the numerous government agencies involved in low income housing and learning how to work successfully within this framework; ascertaining the economics of low income housing and developing ways of reducing costs and rents; determining the role of the community in the operations and the financing of the project; exploring new technology in construction and ways of overcoming labor and statutory resistance to these improvements; discussing site location and land use, new methods of financing, and management of business in a ghetto; and evaluating the present and the newly proposed housing legislation, its significance for the developer, and its economic efficiency for the government.

Cases as well as lecturers and discussion will be used. A short report will be required of each participant.

*Business and Society in Black Africa

One-semester M.B.A. seminar offered in spring semester. Assistant Professor S.M. Davis and Assistant Professor Wells. Recommended: The Manager in the International Economy, and Comparative Business and Culture. Open by permission.

The dominant theme of the seminar will be the relationship between business and change in the social, political, and economic environment in Black Africa. The seminar will explore the economic and institutional setting in which business operates in sub-Saharan Africa, with particular emphasis on the variety of environmental conditions with which administrators and organizations must be concerned.

A wide range of reading materials will be drawn from anthropology, economics, political science, and sociology, as well as from the writings of Black African novelists and social critics. Guest lecturers will be called on to discuss the present business climate in Africa. Emphasis will be placed on student discussion of issues relevant to business in Africa.

*Organization Development in the Inner City

One-semester course offered in fall semester. Professor Lawrence.

This course is designed to give students an opportunity to analyze detailed case descriptions of some of the newer organizations appearing in ghetto areas that are designed primarily to address economic development problems. These cases will usually describe a key developmental problem facing each organization. Typical issues might be the problem of establishing the relationships for securing funding from a government agency, foundation, bank, etc.; the problem of securing needed human resources; a leadership crisis, an organizational structural problem, a public relations problem, an internal motivational problem, an intergroup conflict, or a problem of transition from one stage of development to another. Students will be asked both to plan action from the point of view of the manager and to appraise the relevance of the organization to the larger issue of community economic development. In addition to cases, students will study descriptive materials on the demographic, economic, and organizational characteristics of sample ghetto areas, relevant theories of organization development, and current general proposals for ghetto economic development.

RELATED COURSES IN GRADUATE SCHOOL OF EDUCATION

For registration in graduate courses consult Head Tutor.

*A-50 Social Analysis of Metropolitan Communities: Implications for Educational Planning
Half-course (continuing throughout the year). Th, 2-4. Florence C. Shelton.

A low-income urban community and a relatively affluent urban or suburban community will be analyzed in terms of social structure, social organization, and political, social, and economic values. The impact of these factors on present and potential educational resources in the selected communities will be examined. Programs to inform citizenry of the uses and potential of their educational resources and techniques of advocacy or participatory planning in education will be developed. Students will be expected to serve as participant-observers in various organizations and sites in the selected communities.

*H-1 The History of Education in the United States, 1789-1970
Half-course (fall term). M, W, 12:30-2. Marvin Lazerson.

A social and cultural history of American education. Among the topics discussed will be the changing nature of childhood and family life, evangelical religion, popular culture, higher education, and the reform of schools. Particular attention will be given to the relationship of the city to educational change, with special reference to such concepts as equality of educational opportunity, social efficiency, assimilation, and professionalization in the schools.

*X-73 The Afro-American/Black/Negro Adolescent: A Sociocultural View
Half-course (spring term). Tu, Th, 10-12. Robert A. Rosenthal, Florence C. Shelton, and Bernard E. Bruce.

This course aims, through readings, tape-recorded interviews, and panel discussions involving members of the Roxbury educational community, to portray the development of aspirations, expectations, and role pressures experienced by Black teen-agers as they anticipate manhood in urban American life. The course will focus on the individual and sociocultural determinants of self-concept, group identity, and occupational aspirations of the urban adolescent Black male. A selective review of relevant theoretical positions, relevant research, and current social issues will serve as an introduction to critical interpretations of the influences of family life, school, peers, and the culture of the Black communities on the development of the Black youth.

Enrollment is limited to 40 students.

*X-77 Selected Issues in Urban Education
Half-course (fall term). W, 2-4. James E. Teele.

Focused analysis of research and writing on school racial integration and community control of schools. Relevant research into the educational experience of Black children in Boston and other cities. Special attention will be given to current research on Operation Exodus--a Roxbury community organization of parents attempting to improve their children's educational opportunities.

Specific topics include: the motivations, attitudes, and aspirations in parental decisions to participate in enterprises; children's academic and social performance in

X-77 Selected Issues in Urban Education (continued)
educational programs; the behavior of school officials confronting urban problems.

Enrollment is limited to 25 students.

X-146 The Psychological, Psychiatric, and Social Significance of Being Black
Half-course (fall term). Hours to be arranged. Chester M. Pierce, Jean C. Watts, and Florence C. Shelton.

A comprehensive analysis of the social and psychological consequences of being Black in the United States in recent years, with particular reference to the situations of Black children and adolescents. It includes a critical study of clinical and research evidence pertaining to family dynamics, child-rearing practices, affective and intellectual development, and interpersonal behavior.

Enrollment limited to 30 students.

FURTHER INFORMATION

CROSS-REGISTRATION

Undergraduates, under certain limited conditions, may take courses by cross-registration in the Graduate Schools of Education and Business at Harvard, at the Massachusetts Institute of Technology, and for 1969-70, at Boston University in African and/or Afro-American subjects. This privilege does not extend to any other schools at Harvard or elsewhere.

Courses taken under cross-registration will be equated to the Harvard Arts and Sciences courses for rate of work, grades, Rank List, and tuition. Undergraduate regulations regarding make-ups and extensions of time will apply as well, but excuses from final examinations (or equivalent) will not be granted to honors seniors in these courses. Students having examination conflicts caused by cross-registration should notify the Registrar as early as possible.

BOSTON UNIVERSITY

Arrangements have been made with Boston University 1969-70 to permit a limited number of undergraduates to cross-register in African and/or Afro-American subjects. Since Boston University operates on a calendar different from that of Harvard, it will be practicable for Harvard students to cross-register to Boston University for the spring term only. Application forms and information are available at the Registrar's Office. Completed applications must be filed with Assistant Dean Archie C. Epps, 4 University Hall, no later than the second Monday in Boston University's spring term. Applications will be considered by the Administrative Board of Harvard and of Radcliffe College without regard to order of application. Applications require the consent of the instructor and the signature of Dean Beal, College of Liberal Arts, Boston University.

INDEPENDENT STUDY

According to last year's rules, Independent Study in African and Afro-American subject matter has been opened up to include supervision by the holder of an academic appointment in any greater Boston institution of higher learning, not limited, like other Independent Study, to holders of Harvard appointments.

For further inquiries, see Afro-American Studies Department, 69 Dunster Street, 868-7600, extension 4127.